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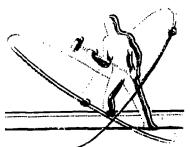
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ABSTRACT

Evaluation of the Manpower Development and Training Act (MDTA) programs has been casual and nonconforming, making program improvement difficult. To develop appropriate evaluation techniques, consultants reviewed the objectives and process of MDTA and identified five overlapping and dependent functions, namely administration, counseling, instruction, learning, and facility. The final instruments utilize self-evaluation for the administration and counseling functions, and self-evaluation and expert evaluation for the instruction and learning functions, while the instrument for evaluating facility involves only expert evaluation. In addition, a computerized analysis system was designed to provide state and local administrators with evaluative program summary data such as training costs and personal characteristics of MDTA trainees. The evaluation instruments are appended as well as sample printouts of the analysis data and computer forms for its implementation. (CD)



EVALUATION



PREPARED

Division of Vocational-Technical Education

Special.

Programs

Services Section

Training Unit Manpower

September 1, 1969

EVALUATION - MDTA

Prepared by:

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION SPECIAL PROGRAMS AND SERVICES SECTION MANPOWER TRAINING UNIT

> MELVIN E. JOHNSON PROJECT DIRECTOR

> September 1, 1969

The project reported herein was performed pursuant to authorization by the Office of Education, U. S. Department of Health, Education, and Welfare.

> STATE OF MINNESOTA DEPARTMENT OF EDUCATION SAINT PAUL, MINNESOTA 55101

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PREFACE

The Manpower Training Unit of the Special Programs
Section of the Division of Vocational-Technical Education, Minnesota State Department of Education, upon recommendation of the U.S. Office of Education, applied for and received funding to develop an evaluation system for MDTA activities. The project was to develop instrumentation and analysis techniques adaptable to MDTA programs nationwide. This report summarized the activities of the project and reproduces the evaluation instruments and the analysis systems developed.

The duration of the project June 1, 1969, through August 31, 1969.

MELVIN E. JOHNSON PROJECT DIRECTOR



TABLE OF CONTENTS

		<u>Page</u>
Prefac	e	ii
Table	of Contents	iii
List o	of Figures	iv
CHAPTE	i.R	
I	Introduction	
	The Problem	1
	The Objectives	2
	The Design	3
ΙΙ	The Procedures	
	Genera l	8
	Training Evaluation Instrument Development	8
	Analysis System Development	10
III	Implementation	15
Append	lixes	
Α.	Sample Criteria Selection Instrument	17
В.	List of Consultants and Evaluators	23
С.	Examples of Sources of Evaluation Instruments	24
D.	Instruments Developed	
	Administration And Supervision	25
	Instruction And Curriculum	34
	Guidance And Counseling	49
	Student Opinionnaire	59
	Facility	68
Ε.	Sample Federal Forms	76
F.	Code Forms And Layouts	81
G.	Sample Printouts	91



LIST OF FIGURES

<u>Figure</u>		Page
I	MDTA Process	4
ΙΙ	Training Process Evaluation	6
III	MDTA Analysis System	11



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INTRODUCTION

The Problem

Educators at all levels have shown an ever-increasing concern for the product of their educational systems. Likewise, legislators and taxpayers have become more concerned with the efficiency of publicly financed educational and social services. As increased Federal money has been directed at manpower training and vocational education, the legislation has demanded that accountability of expenditure take place. This is evidenced most recently within the vocational amendments of 1968.

This is not to imply that the requirement of evaluation of services rendered under Federal finance is totally new and unique. The regulations of Manpower Development and Training Act, Title 45, part 160.7 (3) states that:

Each State Agency shall make provision for periodic evaluations of training conducted under its agreement. Such evaluations shall include the State Agency's recommendations for improvement and the need for continuing such training. Reports containing such evaluations shall be submitted by the State Agency to the Commissioner within 90 days after the end of the fiscal year in such form as he may prescribe.

Even though the MDTA regulations demanded that evaluation take place, it has been casual and nonconforming, resulting in uninterpretable information. While evaluation information is an important part of any reporting system, its adaptability to and utility in decision making, particularly for program improvement, is of greatest significance. The unavailability of uniform and meaningful evaluation data for these purposes prompted the conduct of this project.



Within the commitment to develop an evaluation system for MDTA programs, the following assumptions were made:

- Evaluation criteria developed will improve and enhance future programs.
- Evaluation criteria will be comprehensive to meet State
 level administrative needs.
- 3. Supervision and Administration at the local level will be provided with meaningful evaluation criteria.
- 4. Instructors in Manpower Training Programs will be provided with an evaluative instrument for self-evaluation.

The Objectives

There exist numerous approaches to evaluation, each having a degree of justification and precision. No single methodology or technique was adopted as a guideline for the development but instead, the desired outcomes of evaluation were first considered and then those aspects of various methodologies and techniques, which were appropriate or modifiable for use, were incorporated into the system.

With these considerations in mind, the following objectives were determined for the project:

- To identify appropriate criteria to use in vocational training evaluation.
- 2. To develop evaluation instruments, using the identified criteria that 1) provide assessments of vocational training programs and 2) serve as a means of improving vocational training programs.



- 3. To develop a computerized analysis system that would provide State and local administrators with evaluative program summary data.
- 4. To determine methods of expanding and sophisticating the reporting and analysis statems for evaluation.

The Design

In order to determine appropriate evaluation techniques, it was first necessary to review the objectives of the MDTA process and to analyze the activities within the process. While evaluation has in the past predominantly been concerned with the training function of MDTA, observation of the objectives and the process indicate the need for measurement and analysis of other functions and activities. The intent of the law is quite clear in that it is directed toward individuals and their placement in the labor force through a MDTA process. To only be concerned with the training aspect is to only be concerned with a portion of the process.

Figure I depicts the MDTA process as an individual might move through it. It divides into three separate functions: identification, placement and training. As indicated, identification and placement are distinct functions of the Department of Employment Security. The responsibility for training, on the other hand, may be found in a variety of institutions and may take on several methods of training.

Within the light of the defined functions, it was deemed necessary that an evaluation system that was usable and effective



FIGURE I

MDIA PROCESS

EMPLOYMENT SECURITY LABOR FORCE PLACEMENT NON-EMPLOYABLE SKILLED MANPOWER RESOURCE DROPOUTS - NO SHOWS, ETC. PRE-VOC. TRAINING SKILL TRAINING ON-THE-JOB TRAINING LABOR ORGANIZATIONS PRIVATE VOCATIONAL SCHOOL AREA VOCATIONAL TECHNICAL SCHOOLS PRIVATE INDUSTRY PENAL AGENCIES LOCAL EDUCATION AGENCY EMPLOYMENT SECURITY LABOR DEMANDS IDENTIFICATION UNDEVELOPED MANPOWER RESOURCES



would direct itself at all functions of the MDTA process. For the training process evaluation, an approach utilizing self-evaluation was adopted. The training process was again divided into functions and five were identified: administration, counseling, instruction, learning and facility. It was felt that the self-evaluation technique was adaptable to the first four but that facility by obvious necessity would have to be evaluated by experts from business and industry.

It was realized that each of the five functions are over-lapping and dependent on each other. Figure II shows the five functions and the evaluation technique to be used on each. Because they are overlapping, the evaluation was by intention to be overlapping as indicated by the light arrows. However, because each function involves separate individuals, the instrumentation was developed to be directed at each person or persons responsible for the functions. Thus, five separate instruments were developed.

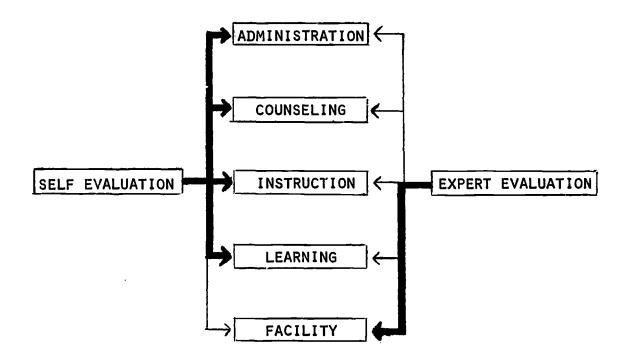
The identification of individuals by Employment Security, as well as their placement on the job and their success there, are actually no less important in the evaluation of the MDTA process. The approach to the evaluation of these activities, however, takes on a completely different dimension. In actuality, it becomes only a sophisticated recordkeeping system. Fortunately, most of the necessary records are available and they only need to be tabulated and analyzed.

In regard to the identification of individuals for training, it becomes important to be able to observe the characteristics of groups of individuals within various programs. This data is



FIGURE II

TRAINING PROCESS EVALUATION





fed back to the State Agencies on a gross basis; but for local decision making or evaluation, it is needed on a training program basis.

Likewise, to accurately assess the worth of any program, placement information must be available to the State Agency. Here again, the grous data is unusable and summary information must be available on training programs and selected groups of individuals.

In addition, the costs of training should be considered in light of the success of the programs such that economic efficiency can be built into the future of MDTA programs.

On the basis of these needs, a computerized analysis system was designed that would provide the State Agency with answers to the following questions:

- 1. What are the personal characteristics of the persons in MDTA programs?
- 2. Are the persons who complete the training process able to obtain and hold a job?
- 3. What is the cost of each trainee?
- 4. What is the cost of each gainfully employed trainee?

Beyond these, there is virtually no end to the questions that could be answered once a data processing system were implemented. The systems analysis and computer programming of the determined information was done by a consultant firm.



CHAPTER II

THE PROCEDURES

General

This section describes the methods and techniques used by the project director to develop the evaluation system. The description is divided into two parts. The first section deals with the development of instrumentation for the evaluation of the training processes. The second concerns the development of an analysis system to provide summary information on programs and individuals.

Training Evaluation Instrument Development

The construction of instruments to evaluate vocational training programs began with a review of the literature to determine whether or not instruments existed that would be applicable.

The literature revealed that the educators and researchers have expounded at length on the need for evaluations but relatively little in the way of actual instrumentation development. However, instruments were obtained from a variety of sources. (See Appendix C).

These instruments were then used as a source of criteria to develop master lists within each of the five areas identified for instrument development. This technique of criteria identification was used primarily because of the lack of time to congregate qualified personnel to establish criteria lists.

From the master lists of criteria, which became far too lengthy and redundant to be used directly, the most pertinent items were selected to be used in the instruments. The selection was



accomplished through the involvement of numerous consultants qualified and experienced in each of five areas. A list of the consultants appears in Appendix B.

Within each evaluation area the consultants were purposefully selected to include a cross-section of personnel in state administration, school administration, teacher education, counselors and teachers. In addition to those listed as contracted consultants, numerous State Department of Education staff members were also involved in a similar manner.

Each consultant was requested to review the master list of criteria items and to make judgments on the relative importance of each item. The items were rated on a one to five scale as to their importance as an evaluation criterion. Appendix A contains a sample of the memorandum of request to the consultants and the attached master list of criteria items identified for curriculum, instruction and facility.

After determination of appropriate items for each of the instruments, directions for use were written. The instruments were then pilot tested under a variety of situations common to MDTA programs. With the exception of the facility evaluation instrument, each one was pilot tested three times. The pilot testing was not done to gather evaluation information but to observe the utility and face validity of the instruments. Each pilot test contributed to the clarity of the instruments and had time allowed further pilots would have been beneficial.

Within all pilot tests, the persons involved were requested to comment on their understanding, ability to use, etc. the



instrument and appropriate revisions were made on this basis.

After the initial revisions, the total package of instructions were reviewed by the consultants as well as selected researchers and constructive criticism was elicited. The instruments were then revised again and appear in Appendix D as revised.

Analysis System Development

An examination of the available records maintained on MDTA programs and trainees indicated that all the desired information for an analysis system existed. Fortunately, the Federal forms on which the data was recorded were already designed for data processing. Six forms; MA-101, MT-102, MT-103, MT-2, MT-3 and OE-4000 (See Appendix E) were used, however, the desired data was drawn predominantly from five.

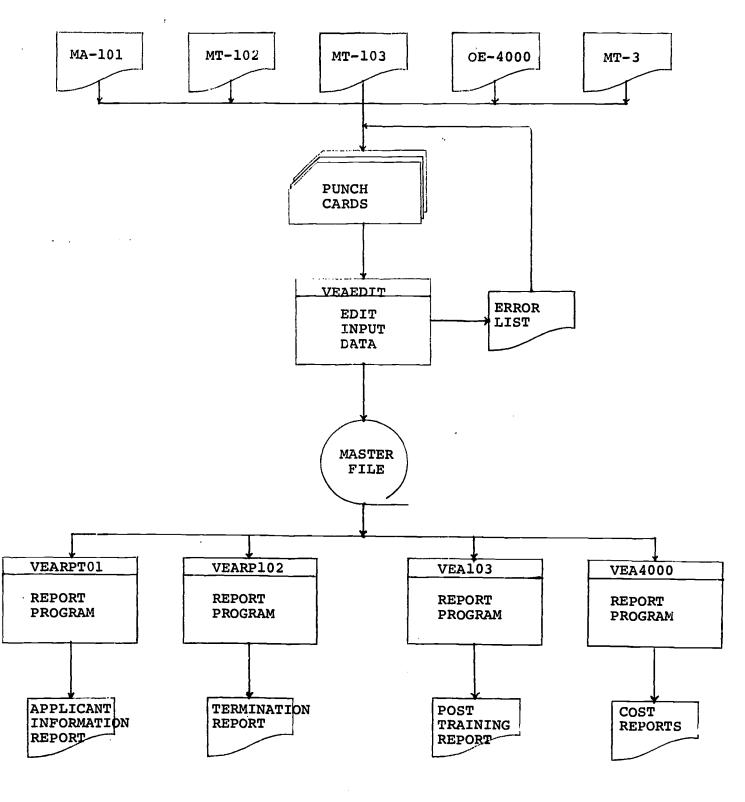
The information on the forms is summarized at the Federal level but at the State level no coding or summary process, except for hand counts, existed such that coding systems had to be devised for placement of the information on data processing cards.

Through conversation with State Agency and Employment Security personnel, a list of desired summary information was derived. The information was then arranged to go first on a code form according to the layout prescribed by the systems analyst. (See Appendix F). Additional data was included from each form such that the system could be expanded in the future.

The following is a basic description of the computerized analysis system as shown in Figure III. The necessary input infor-



FIGURE III
MDTA ANALYSIS SYSTEM





mation required for the computer system is keypunched from the following report forms:

- Applicant information record (MA-101)
- 2. Individual certification for Manpower Training (MT-3)
- 3. Individual Trainee Termination (MT-102)
- 4. Post Training Report (MT-103)
- 5. Cost of Occupational Training (OE-4000)

Once the data has been keypunched into cards they are then processed by the "Edit Analysis Function" program of the computer system. All of the key information required for the analysis reports is checked to insure accuracy of results. Basic edit checks are:

- 1. Present of required data fields.
- 2. Units and dollar amounts must be numeric.
- 3. Numeric information range checking.

All cards failing any of the edit checks are rejected. Any error listing report is printed for error cards indicating:

- 1. Entire 80 columns of input card.
- 2. Field number which is in error.

In addition to the error card information, summary totals are printed at the end of the edit run for control purposes. This data indicates:

- Number of cards as input.
- 2. Number of cards in error.
- Number of tape output records created.



The output file from the edit function contains the historical data required to produce the anlysis reports.

There are five (5) basic analysis reports produced from the report creation function:

- 1. Application information report.
- 2. Termination analysis report.
- 3. Post Training follow-up report.
- 4. Total project cost analysis report.
- 5. Individual slot-in cost analysis report.

The following is a description of general content of each report type:

- 1. Application information report This report gives information concerning individuals prior to enrollment in vocational education. The classifications are:
 - a. Prior income status
 - b. Prior employment status
 - c. Physically handicapped.
 - d. Military status.
 - e. Number of dependents.
 - f. Educational achievements.
- 2. Termination analysis report This report gives a summary of the whys and wherefores of terminating students. The basic categories are:
 - a. Conditions at time of termination.
 - b. Nature of termination.
 - c. Student status at termination.
 - d. Causes of termination.



- 3. Post training follow-up report This report yields analysis of students after vocational education is computed. The analysis breakdowns are:
 - a. Present labor force status
 - b. Hours per week worked.
 - c. Training related job.
 - d. Training useful.
 - e. Reason for leaving job.
- 4. Project and individual slot-in cost reports These reports provide cost analysis information as related to the various vocational education classes (projects). The cost analysis provided are:
 - a. Total costs.
 - b. Instruction costs.
 - c. Administration costs.
 - d. Guidance costs.
 - e. Materials and miscellaneous costs.

Appendix G contains a sample printout of each report.

At the present time the above reports are being created from the historical data base file. Based on the design philosophy of the system, containing all history data in one file, additional analysis reports can readily be produced as and when required. Therefore, the system is expandable and flexible.



CHAPTER III



IMPLEMENTATION

While it is recommended that the entire evaluation system be adopted, it is certainly possible that financial or administrative restraints might make this impossible. In such a case, various portions of the system could be utilized for various purposes but for maximum return, the total system is necessary.

The adoption of the training evaluation instruments would certainly be the most simple to adapt to any training evaluation process. The self-evaluation instrument could be administered to the persons involved in the institution of training, preferably at the midpoint and toward the end of a training period. The scoring of the instrument would provide a qualified rating for the State Agency. The rating could be used for reporting or comparative purposes. The training institution would be expected to follow through by implementing the suggested activity needed for improvement.

Administration of the student opinionnaire would take place at the end of each program. Summary information on the activities should then be made available to the training institution, Employment Security Office and the State Manpower Agency. Again, the instrument is adaptable to a quantifiable rating. However, the existence of negatively stated items would require a revisal in scoring those items.

The scoring and recording of all instruments could $e\varepsilon$ ily be accomplished through a mechanized procedure of which several are available. In such a system, the rater simply shades or marks in the appropriate boxes and the mark is recorded and tabulated



either electrically or optically. The use of this process would allow direct transferral to data processing cards such that the evaluative information could be combined with the analysis portion of the evaluation system.

Implementation of the aralysis system is predicated on the availability of a computer and run time. The availability of input data will become relatively simple with the intent of the U.S. Department of Labor to implement an automated reporting system (Reference: General Administrative Letter, No. 1297, U.S. Department of Labor Manpower Administration).

Once the analysis system would be established in a State Agency, its entire reporting system could be expedited. The actual cost of implementation might be offset by the elimination of many hand tabulated activities. Savings in storage would also be realized as data could be recorded on magnetic tape or data cards rather than $8\frac{1}{2} \times 11$ inch forms. No attempt was made to project the cost of adopting one or all parts of the system.



APPENDIXES



APPENDIX A



DEPARTMENT Education

Office Memorandum

TO

DATE:

FROM

: Mel Johnson

SUBJECT: Self-Evaluation Instrument Development

The Special Programs and Services Section, in cooperation with the Evaluation Section, is developing self-evaluation instruments for Vocational Education. We would like to have you contribute to the development of the evaluation system. Attached is a list of criteria items which are directed primarily at curriculum or instruction. The items are to be used in a self-evaluation instrument for vocational instructors.

Would you please rank each item according to the following five point scale according to your judgement of its importance as an evaluation criterion:

1 No Little Fair Considerable Extreme Importance Importance Importance Importance Importance

After reading each item, assign a value 1 through 5 to it according to its importance as an instructor would self-evaluate himself and his program. Naturally, all the items can be considered to have some importance in a program but they may not have importance in a selfevaluation. Attempt to scale the items as discretely as possible.

After completing the 53 items on curriculum and instruction, use the same procedure in ranking the 19 items listed under facility. These are to be used as evaluatory criteria by an advisory committee to evaluate the facility and equipment of the program. If no advisory committee were in existence, experts from the particular field would be utilized. Here again, judge the items as to their worth as evaluation criteria.

If you find that a criterion item is missing which should have been included, please add it at the end. Also, if you have any comments in regard to the process or instrumentation, please add them at the end.

Thank you for your cooperation and assistance.

Attach.



CURRICULUM And INSTRUCTION

	1. :	Instruction is based on and organized around the skills and knowledge required by successful employees in business and industry.
	2.	Instruction is organized to acquaint students with a cluster of occupational opportunities rather than a single job.
	3.	Instruction emphasizes desirable personal characteristics, good work habits and satisfaction found in good workmanship.
	4.	Instruction includes an emphasis on the safety practice of business and industry.
·	5.	Instruction provides the student an opportunity for social and psychological development.
	6.	Instructors have sufficient breadth and depth in field of teaching, through experience and educational background to adequately prepare a wide range of students.
	7.	There is a program of planned pre-service and in-service teacher training for all personnel.
	8.	Instructional activity closely approximates the conditions existing in business and industry.
	9•	Instruction includes related subjects including basic education as required by the individual.
	10.	Accurate and detailed records on student achievement are main- tained and available to the students.
	u.	A variety of instructional texts and reference materials are available and used by Instructor.
	12.	Audio-visual materials and equipment appropriate to each area are readily available and used by Instructor.
	13.	Instruction includes a plan for on-going program evaluation aimed at program improvement.
	14.	Instructor-administrator communication is considered adequate.
	15.	Instructors have ready access to laboratory materials and supplies.
	1.6.	An on-going program of periodic equipment repair and maintenance exists.
	17.	Instructors are involved in the student guidance and counseling program.



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	19.	Instructors are provided with opportunities to maintain their occupational competency.
	20.	Class schedules are such that instructors have adequate time for individual instruction as needed by students.
	21.	Obsolete or unappropriate equipment is periodically replaced.
	22.	Instruction includes employee-employer relationships.
	23.	Instruction includes managerial and supervisory training.
	24.	Instruction includes the economics of the trade or business.
	25.	Instruction includes the economics of everyday living.
	26.	The instructor is consistant in adapting visual aids and resource materials to his instruction.
	27.	The trainees selected for the instruction have the ability to profit from it.
	28.	The instructor has and utilizes a course of study and daily lesson plans.
	29.	Instruction is adjusted to the individuals rate of learning.
	30.	Attendance and tardy records are kept and used as a device to stress development of good work habits.
·	31.	Skill training includes a minimum set of standards which are acceptable to industry and business.
	32.	Traines-instructor ratio is not beyond capacity of instructor, facility or equipment,
	33.	Opportunity is provided the trainee to visit areas of work in the specific area and related areas of his career objectives.
	34.	Vocational guidance is a part of the instructional program.
	35.	Trainees self-evaluation of their work and attitudes is an intricate part of the evaluation program.
	36.	The classroom is condusive to learning and is adequately equipped to maximise utilization of audio-visual equipment.
	37 ₀	Adequate materials are available to allow repetitive practice



	38.	Instructional procedures are flexible enough to allow for change in technological advancement.
	39.	Instructor duties and responsibilities are clearly spelled out and communicated to staff.
	40.	Sufficient authority is delegated to the instructors to allow them to carry out responsibilities.
	41.	Sufficient clerical assistance is available to insure attainment of program objectives.
	42.	Information on students educational, physical and psychological needs are provided to the instructors.
	43.	Instructors add to and have ready access to cumulative records.
	44.	Job application procedures is a part of instruction.
	45.	Students are helped to understand procedures in finding, getting and holding a job.
	46.	Instructor-counselor communication line is well established.
	47.	Instructor is involved in placement and follow-up of students.
	48.	An advisory committee is utilized to establish and up-grade curriculum.
	49.	Teacher training classes are readily available to Instructors.
	50.	Provision is made for students with physical handicaps.
<u></u>	51.	Follow-up data is available to Instructors on previous classes and used in program improvement.
	52.	Supervision is used as a means of in-service development.
	53.	There is continual administration encouragement and support for the self-improvement of teachers.
·	54.	
	55.	



PACILITY

 1.	Adequate classroom instructional space is available at all times adjacent to the shop or laboratory.
 2.	Ventilation, heating, lighting and other physical aspects of all instructional areas are adequate for the program being conducted.
 3.	The library and its facility meet the needs of students in the respective programs.
 4.	The facility and equipment simulate actual conditions of business and industry.
 5.	The number of training stations, equipment, operators, machines, etc. is adequate for the number of trainees.
 6.	Equipment (hand tools, machines, etc.,) is directly comparable to industry and includes all safety accessories and protective devices.
 7.	Business and industrial safety standards are closely observed in shop and laboratory layout.
 8.	Equipment is well maintained and in good working condition due to scheduled maintenance and replacement due to obsolescence or wear.
 9.	A private office of adequate size is previded each instructor with appropriate equipment and storage.
 10.	Current periodical and supplemental literature is available and used by students.
u.	Complete and up-to-date audio-visual equipment is available for teaching purposes at all times.
 12.	Students have ample storage space for notebooks, projects and other study materials that is conveniently located in relation to classroom and shop area.
 13.	Location and sound-proofing of the area used eliminates interference with other school activities.
 14.	Floor area is sufficient to provide adequate clearance between machines and equipment for students to work as well as adequate traffic lanes.
 15.	Safety equipment; first aid, fire extinguishers, etc., are readily available and instructor and students are aware of their location and usage.
 16.	Adequate personal facilities; wash rooms, lockers, rest areas, etc. are conveniently available to students.



	17.	Classrooms are attractive and pleasant and indicate an organised learning setting.
	18.	Buildings; exterior, entrance, halls, etc. are attractive and pleasant.
	19.	Accessory rooms for laboratory or special instruction are available to meet program and student needs.
	20.	
	21.	



APPENDIX E



CONSULTANTS And EVALUATORS

Miss Robin Atkins

Mr. William Conley

Dr. Brandon Smith

Mr. Edward Hill

Dr. Robert Randleman

Mr. Robert Kuhl

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Mr. Mehar Arora

Mr. George Copa

Mr. William Stock

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Mr. Thomas Duff

Mr. William Gerdts

Mr. Jerome Schmehl

Mr. Joe Kuznair

Mr. J. Albert Oster

Mr. Howard Rosenwinkel

Mr. Herbert Murphy

Mr. John Heidgerken

Dr. Jerome Moss

Dr. David J. Pucel

Dr. Howard F. Nelson

Mr. Robert E. Brandell

Mr. Walter R. Kane

Mr. Karl Walstrom

D. L. Richardson And Associates



Example of Sources of Evaluation Instruments

- Nocational and Technical Division Mississippi Department of Education Jackson, Mississippi
 - 2. Division of Vocational Education State Department of Public Instruction Raleigh, North Carolina
 - 3. Minnesota Department of Education Vocational Technical Division St. Paul, Minnesota
 - 4. Department of Health Education And Welfare Regional Office Denver, Colorado
 - 5. The Center for Research And Development in State Education Leadership Eugene, Oregon
 - 6. National Study of Secondary School Evaluation Washington D.C.
 - 7. State Department of Education
 Division of Community Colleges And
 Vocational Education
 Salem, Oregon
 - 8. Department of Vocational Teacher Education University of Arkansas Fayetteville, Arkansas
 - 9. Institute for Performance Technology American Institute for Research Pittsburg, Pennsylvania
- 10. Education System Research Institute Pittsburg, Pennsylvania



APPENDIX C



APPENDIX D



ADMINISTRATION And SUPERVISION SELF-EVALUATION

Introduction:

This instrument has been developed to be used by vocational-technical education administrators and supervisors as a tool in evaluating the procedures of implementing and operating a vocational training program. Its purpose is to provide the administrators or supervisors with a better understanding of their roles and responsibilities through a comparison of his activities to a selected set of standards.

The evaluation has two objectives: first, to provide the administrator with an assessment of his total program; and second, and perhaps more important, to aid in the discovery or determination of methods or changes which will improve the training program. Therefore, part of the evaluation is directed toward identifying ways and means of initiating change directed toward improvement.

Directions:

The following list of evaluative criteria consists of statements that selected experts have indicated characterize conditions
that exist in a "good" vocational administrative system. All of
the statements may not necessarily apply to your situation.
However, from the list, you should elicit an accurate portrayal
of your vocational administration status, providing a basis
for evaluation.

The evaluation is to be the best judgment of the person or persons involved. Judgments should be made in light of the



school's philosophy and objectives and the characteristics of the community, school and students. Each administrator or supervisor should complete the evaluation instrument individually, without collaboration. After completion, the administrative staff, in a group session, should reach a consensus on the rating of each criterion as well as the procedures for improvement if necessary. Naturally, if the administration only involves one person it can only be done individually.

Each criterion item is to be rated on a zero to five improvement scale as shown below:

Need For Improvement

Does Not	No	Little `	Moderate	Large	Extreme
Apply	Need	Need	Need	Need	Need
0	1	2	3	4	5

The following are definitions of the scale items:

No Need:	Implies tha	at all	necessary	physical	and human
	resources a	are ava	ilable to	meet this	criterion.

Little Need: Through slight reorganization or an increased application of resources, the criterion could be adequately met.

Moderate Need: By a greater application of time and effort or increase in physical facility, the criterion

could be attained.

Large Need: A considerable amount of time, effort and resource needs to be applied toward meeting this criterion.

Extreme Need: Essentially, the criterion is not being met at all under presently directed available resources.

The rating should be your honest opinion of the situation as it presently exists, not as it should or will be. However, recall



that the evaluation is two fold in nature and in addition to assessment, there must also be stimulation toward improvement. Thus after the statements which you rate one through four, which indicate the need for improvement, consider the change or action necessary to bring about the improvement needed. In the space provided indicate the suggested steps or specific action to be taken which will initiate the improvement.

Should you believe that additional criteria exist that are critical to the success of a vocational administration, please include them in the space provided at the end, with appropriate evaluation and suggestions for change if necessary.



SELF-EVALUATION CRITERIA

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autho regar	dministrat rity to es d to progr nts, etc.	tablish	policy	in						
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Speci	fic Change	or Acti	on to b	e Taken	:					



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		•	•	•	•	,
	Course organizational structure is flexible to meet changing needs of students and changing employment demands.					
	Specific Change or Action to be Taken:					
•	Instructors have a clear channel of communication to their supervisor or administrator to voice their opinions or problems.					
	Specific Change or Action to be Taken:		-			
•	Duties and responsibilities of all staff are defined and available to all staff.					
	Specific Change or Action to be Taken:					
,	Sufficient authority is delegated to the instructors to allow them to carry out responsibilities.					
	Specific Change or Action to be Taken:			<u>:</u> 		



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Sufficient lead time is available in program planning to allow ade-quate staffing and equipping.			
Specific Change or Action to be Taken:	 	 	
An advisory committee is actively involved in the establishment of curriculum.			
Specific Change or Action to be Taken:	 	 	
The organizational structure of the administration is flexible to allow adaptability to changing program needs.			
Specific Change or Action to be Taken:		 	
Sufficient funds are available to insure program success.			



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The role and function as a part of the train is clearly understood	of guidance ing program by all staff.						[
Specific Change or Act	ion to be Taken	: _					
Specific educational, psychological needs of students are made know Specific Change or Act	individual in to staff.						
		·					
The administration has relations program and lic informed, about its	keeps the pub- programs.						[
Specific Change or Act	ion to be Taken	:					
Administration periodi ates the effectiveness with consultants from	cally evalu- of curriculum business and						
industry.							



The administration works cooperatively with other educational and social agencies to meet individual needs of students. Specific Change or Action to be Taken: Administrative procedures (paperwork) do not encumber effort directed at achieving objectives. Specific Change or Action to be Taken: All available resources: staff, community, industry and facility are utilized in program development. Specific Change or Action to be Taken:	,	,
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review progress of programs.		
Specific Change or Action to be Taken:		



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INSTRUCTION And CURRICULUM SELF-EVALUATION

Introduction:

The betterment of instruction is determined by the evaluative procedures available to the individual instructor. In order to improve and maintain high quality instruction, assessment of past activity and determination of new direction must take place.

This instrument has been designed to be used by vocational-technical instructors as a tool in evaluating the instruction and curriculum of their program. Its purpose is to enable the instructor to better understand his role and responsibilities through a comparison of his activities as a teacher to a set of selected criteria.

The self-evaluation by the instructor will not only provide him with a measure of his status but will also lead to the discovery of methods or ways to initiate changes necessary for improvement.

Directions:

The attached list of evaluative criteria consists of statements, that in the opinion of qualified persons, characterize conditions of a "good" vocational program. Not all of the statements will necessarily apply to your situation. However, from the list, you should elicit an accurate portrayal of your instructional activity, providing a basis for evaluation.

The evaluation is to be the best judgment of the person or persons involved. Judgments should be made in light of the school's



philosophy and objectives as well as the characteristics of the community, school and students. Each instructor should complete the evaluation instrument independently, including suggestions for change. In instructional programs involving more than one instructor, those in each area should in a later group session arrive at a consensus on the rating of each item as well as the procedures to initiate change toward improvement.

Each of the statements is to be rated on a zero to five improvement scale as shown below:

Need For Improvement

Does Not	No	Little	Moderate	Large	Extreme
Apply	Need	Need	Need	Need	Need
0	1	2	3	4	5

The following are definitions of the scale items:

No Need: Implies that all necessary physical and human resources are available to meet this criterion.

Little Need: Through slight reorganization or an increased application of resources, the criterion could be adequately met.

Moderate Need: By a greater application of time and effort or increase in physical facility, the criterion could be attained.

Large Need: A considerable amount of time, effort and resource needs to be applied toward meeting this criterion.

Extreme Need: Essentially, the criterion is not being met at all under presently directed available resources.

The rating should be your honest opinion of the situation as it presently exists, not as it should or will be. However, recall that evaluation is two fold in nature and in addition to assessment



there must be stimulation toward needed improvement. After the statements which are rated one through four, which indicate need for improvement, consider the action necessary to bring about change. In the space provided, indicate suggested steps or specific action to be taken which will initiate the improvement.

Should you feel that other criteria exist that are critical to the program, space is provided at the end such that you may include them. Added criteria should also be evaluated and appropriate action indicated if improvement is necessary.



SELF-EVALUATION CRITERIA

SELF-EVALUATION CRITE	RIA					
	0 \	TOTAL NO.	/ ed 5% 2	e & /// 3	derate Need 12	\$100 N
Instruction is based on and or- ganized around the skills and knowledge needed by successful employees in business and industry.						
Specific Change or Action to be Taken:						
	_	_				
Instruction acquaints students with a cluster of occupational opportunities related to the training specialty.						
Specific Change or Action to be Taken:						
Instruction emphasizes desirable personal characteristics, good work habits and satisfaction found in good workmanship.						
Specific Change or Action to be Taken:						
Instruction emphasizes the safety practices used in business and						
industry.						

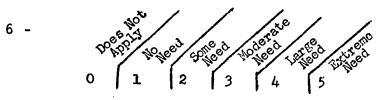


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5.	The instructor has sufficient breadth and depth in his field. of teaching through experience and educational background to adequately prepare a wide range of students.	(,		
	Specific Change or Action to be Taken:				
6.	There is a program of planned pre-service and in-service teacher training available for all personnel.				
	Specific Change or Action to be Taken:				
7.	Laboratory activities closely ap- proximate the conditions existing in business and industry.				
	Specific Change or Action to be Taken:				
8.	Instruction includes related sub- jects including basic education as needed by the individual.				
	Specific Change or Action to be Taken:				





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Speci	fic Chan	ge or A	Action	to be	Taken			 	
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Speci	fic Chan	ge or A	Action	to be	Taken	- <u>-</u>		 	
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Speci	fic Chan	ge or A	\ction	to be	Taken		<u>. </u>	 	
								 	

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	0 1 2 3 4 5

3.	The instructor has ready access to laboratory materials and supplies.				
	Specific Change or Action to be Taken:	 			
_					
4.	An on-going program of periodic equipment repair and maintenance exists.				
	Specific Change or Action to be Taken:	 			
5.	The instructor is involved in student guidance and counseling.				
	Specific Change or Action to be Taken:	 	<u>-</u>		
6.	The instructor has adequate time to prepare for instruction.				
	Specific Change or Action to be Taken:	 		<u>_</u> _	



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The instructor takes advantage of opportunities to maintain his occupational competency, through work experience or similar activity.						
Specific Change or Action to be Taken:						
Class load is such that the in- structor has adequate time for individual instruction as needed by students. Specific Change or Action to be Taken:						
Obsolete or inappropriate equip- ment is systematically replaced. Specific Change or Action to be Taken:						
				-		
Instruction includes the develop- ment of an understanding of employee-employer relationships.						

20.

17.

18.

19.

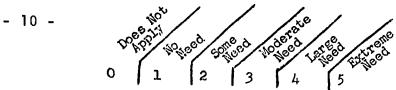
Specific Change or Action to be Taken:

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•	The instructor is consistent in adapting visual aids and resource materials to his instruction.					
	Specific Change or Action to be Taken:					
•	The trainees who select the in- struction have the ability to profit from it.					
	Specific Change or Action to be Taken:	 				
•	The instructor utilizes a course of study and dail, lesson plans.					
	Specific Change or Action to be Taken:					
•	Instruction is adjusted to the	 _				
•	individual's rate of learning as the instructor seeks to develop each student's potential.					
	Specific Change or Action to be Taken:					





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Attendance and tardy records are kept and used as a device to stress development of good work habits.						
Specific Change or Action to be lake	en:					
Curriculum includes VOCATIONAL YOUTH organizational activities in the training area.						[
Specific Change or Action to be Take	en:				· 	
Trainee-instructor ratios are main- tained at a level consistent with the capacity of the instructor, facility and equipment.						ļ
Specific Change or Action to be Take	en: _				·	_
						_
Opportunity is provided the trainee						
to visit the world of work in the specific area and related areas of his career objectives.						[

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Spec	ific	Chan g	e or	Act	ion	to I	be Ta	ken:		_				
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	0 1	2 3	4	5

33.	Instructional procedures are flexible enough to allow for change necessitated by technological advancement. Specific Change or Action to be Taken:	 	<u>-</u>	
34.	Instructor duties and responsibilities are defined by the administration and communicated to staff. Specific Change or Action to be Taken:			
35.	Sufficient authority is delegated to the instructor to allow him to carry out responsibilities. Specific Change or Action to be Taken:			
36.	Follow through on work-experience programs includes regular meetings with student and employer. Specific Change or Action to be Taken:			



- 13 -	White the state of the second state of the sec
	0 1 2 3 4 5

Students are helped to understand procedures in finding, yetting and holding a job.			
Specific Change or Action to be Taken:			
Instructor-counselor lines of communication are well established.			
Specific Change or Action to be Taken:	 _		
Instructor is involved in placement and follow-up of students.			
Specific Change or Action to be Taken:			
The instructor utilizes an advi-	 	 	
sory committee to establish and up-grade curriculum.			
Specific Change or Action to be Taken:			

- 14 -

	0 1	Т	12	3	1 4	١
Provision is made for students with physical and other handicaps.						
Specific Change or Action to be Taken:						
Follow-up data from previous classes are available to instructors and are used in program improvement.						
Specific Change or Action to be Taken:						
						
There is continual administrative encouragement and support for the self-improvement of instruction through experimentation with new methods and media.						
Specific Change or Action to be Taken:						
		_				_
Instructional supervision includes evaluation aimed at the improvement of the instructors' performance.						



Specific Change or Action to be Taken:

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Specific C	hange or	Action	to be	Taken					
Specific C	hange or	Action	to be	Taken:	 :] [_		



GUIDANCE And COUNSELING SELF-EVALUATION

Introduction:

This instrument has been developed to be used by counselors in vocational education as a tool in evaluating their guidance program. Its purpose is to provide the counselor with a better understanding of his role and responsibility through a comparison of his activities with a set of selected standards.

It is intended that each counselor will use the selfevaluation instrument on his own program. The resultant assessment is also intended to discover and determine methods of
program and processes of improvement. Therefore, a part of this
evaluation process is to identify ways and means of initiating
change directed toward improvement.

Directions:

In systems involving more than a single counselor, the evaluation should be done cooperatively among all counselors involved. When this is done, each counselor should complete his instrument independently; then in a group session, a consensus should be reached on the rating of each criteria as well as the procedures for change action.

The following list of evaluative criteria consist of statements that in the opinion of qualified persons characterize conditions in a "good" vocational guidance program. All of the
statements may not necessarily apply to your situation. Select
from the list those items which present an accurate portrayal of
the guidance program, providing a basis for evaluation.



- 2 -

The evaluation rating is to be the best judgement of the person involved. Judgments should be made in light of the school's philosophy and objectives and the characteristics of the community, school and students.

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Each of the statements are to be rated on a zero to five improvement scale as shown below:

Need For Improvement

Does Not	No	Little	Moderate	Large	Extreme
Apply	Need	Need	Need	Need	Need
0	1	2	3	4	5

The following are definitions of the scale items:

No Need: Implies that all necessary physical and human resources are available to meet this criterion.

Little Need: Through slight reorganization or an increased application of resources, the criterion could be

adequately met.

Moderate Need: By a greater application of time and effort or

increase in physical facility, the criterion

could be attained.

Large Need: A considerable amount of time, effort and resource

needs to be applied toward meeting this criterion.

Extreme Need: Essentially, the criterion is not being met at all

under presently directed available resources.

The rating should be your honest opinion of the situation as it presently exists, not as it should or will be. However, again recall that evaluation is two fold in nature and in addition to assessment, there must be stimulation toward needed improvement. After the statements which are rated one through four, which indicate needed improvement, consider the action necessary to bring



about change. In the space provided, indicate suggested steps or specific action to be taken which will hopefully initiate the improvement.

Should you feel that other criteria exist that are critical to your program, space is provided at the end so that you may include them. Added criteria should also be evaluated and appropriate action indicated if improvement is necessary.

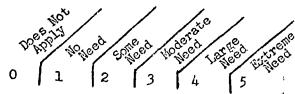


SELF-EVALUATION CRITERIA

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	ſ	"	Sileso III	
Conferences are periodically scheduled between counselors and students.	0 1 1	2] [] [4 4 5
Specific Change or Action to be Taken			کال د فیسه	
The counselor is involved in the student selection and his placement in programs.				
Specific Change or Action to be Taken				
The counselor attempts to identify and resolve potential dropout difficulties and determine appropriate alternatives.				
Specific Change or Action to be Taken				
A follow-up of all students is made on a continuing basis and used in the guidance program and made avail-				
able for curriculum development.				



- 5 -



A statement of philosophy and objectives of guidance has been developed and all staff members are aware of it.					
are aware or it.					
Specific Change or Action to be Take	n:			 	
				 	· .
The guidance program is a cooperative effort involving administration, instructors, counselors, students and their families, with the responsibility of each understood by all involved.					
Specific Change or Action to be Take	n:				
			_	 	
The counselor is utilizing com- munity referral agencies to meet the students physical, social, economic, and psychological needs.					
Specific Change or Action to be Take	n:			 	
The counselor utilizes business and industry as resources in the guidance program.					
Specific Change or Action to be Take	n:	_			



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The counselor maintains current and long range career and employ-ment opportunity information for students.						
Specific Change or Action to be Take	n:					
				-		
The administration provides sufficient clerical or support staff to allow the counselor to maximize his potential toward the guidance program. Specific Change or Action to be Take	n:	, 				
Students are provided opportuni- ties to take part in group guidance sessions.						
Specific Change or Action to be Take	n:					
						· · · · · · · · · · · · · · · · · · ·
A continuous program of guidance testing exists using a variety of standardized tests.						
Specific Change or Action to be Take	n:					



- 7 -

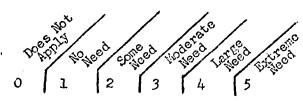
		0	1	2	3	4	5
13.	Cumulative records are maintained, kept up-to-date and when necessary are interpreted for the students, their families and the teaching staff by the counselor.						
	Specific Change or Action to be Taken:			· · ·			
14.	Students' personal information is considered confidential.						
	Specific Change or Action to be Taken:						<u>_</u>
15.	Information on scholorships, loans, and other financial aids to students is made available to students by the counselor.						
	Specific Change or Action to be Taken:						
16.	School orientation activities are provided for all new students.						
	Specific Change or Action to be Taken:						

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	0	1	2	3	4
The counselor is involved in the student placement program, including early completions and dropouts.					
Specific Change or Action to be Take	n:				
Students, teaching staff and counselors are involved in periodic evaluations of the guidance program and procedures.					
Specific Change or Action to be Take	n:			_	
				_	
Each counselor has a private office with appropriate furnishings and	· —				 1
adequate storage space.					
Sprific Change or Action to be Take	n:				
The counselor is involved in public relations and student recruitment					
activities.					



.. 9 -



21.	The counselor assists in the inservice training of the teaching staff.	
	Specific Change or Action to be Taken:	
22.	The counselor-student ratio remains sufficiently low to enable the guidance program to meet the iden-tified needs of all students.	
	Specific Change or Action to be Taken:	
23.	Students in courses are a result of sound guidance and counseling practices.	
	Specific Change or Action to be Taken:	
	·	
24.	Handicapped persons are provided with counseling that results in realistic employment choices.	
	Specific Change or Action to be Taken:	



	- 10 -	0 1 2 3 4 5
,	The counselor is provided time and encouraged to pursue professional development activities in work-shops, seminars, industrial tours, etc. Specific Change or Action to be Take	n:
	Disciplinary activities are not considered a function of the guid-ance program.	
	Specific Change or Action to be Take	n:
	The counselor has pursued research activities toward improved student selection, program development, cur-riculum revision, etc.	
•	Specific Change or Action to be Take	n:
•		· · · · · · · · · · · · · · · · · · ·
	Specific Change or Action to be Take	n:
		— — — — — — — — — — — — — — — — — — —

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STUDENT OPINIONNAIRE

Introduction:

The purpose of this opinionnaire is to identify ways whereby the training program in this school can better serve students like you. We would like your honest opinion on how you feel about your training experience.

The information is confidential. Do not sign your name.

However, we do need to know the school and program in which you have been enrolled, so please fill in the following information.

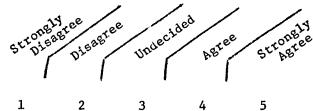
Name	of	School	 	 	
Name	of	Course	 	 	

Directions:

On the following pages there are a number of statements about your training experience. Read each statement carefully and decide whether you agree or disagree with what it says. If you have strong feelings about the statement either in agreement or disagreement, circle the one or the five on the scale to the right of the statement under strongly disagree or strongly agree. If you have no strong feelings about the statement but do agree or disagree, circle the appropriate number to indicate your feelings. If you are not sure or have no opinion in regard to the statement, circle the three on the scale under undecided.



The following statement is given as an example:



Blue is a pretty color.

1

2

3

If you strongly agree, you would mark the scale like this:

1

2

3

(5)

If you disagree but only mildly, then you would mark like this:

5

At the end of the opinionnaire are five completion statements which you are to complete with whatever comes to your mind - simply finish the sentence.

- 3 -

		Strongly	ree Disagree	Undecid	ed e	On
1.	The Employment Service counselor did a good job helping me to choose the type of training I attended.	strong li	Disab 2	inde 3	ABTER 4	Strike
2.	The people at the Employment Service were well informed about the exact nature of the training.	1	2	3	4	5
3.	The Employment Service counselor helped me to understand my abilities as measured by the tests I took.	1	2	3	4	5
4.	Before I started training, I understood what kind of job I would be able to get when I finished.	1	2	3	4	5
5.	The Employment Service gave me all the details (where to go, when to start, who to ask for, etc.) that I needed to get off to a smooth start.	1	2	3	4	5.
6.	The Employment Service is still interested in how and what I am doing.	1	2	3	4	5
7.	The Employment Service gave me all the help I needed with housing and transportation problems.	1	2	3	4	5
8.	The Employment Service told me as much as I needed to know about allowances.	1	2	3	4	5

	- 4 -	strongly	ree pisastee	undecides	Refee	Strong
9.	The people at the Employment Service treated me like a "person".	1	2	3	4	5
10.	The school counselor was willing to help students with personal problems.	1	2	3	4	5
11.	The hours (time of day) that the course was offered were fine with me.	1	2	3	4	5
12.	There was \underline{not} enough tools and equipment for all students.	1	2	3	4	5
13.	The location of the school was O.K. for me.	1	2	3	4	5
14.	If a friend wanted training, I would recommend this school.	1	2	3	4	5
15.	Most of the students in my class were smart enough to catch on to the course work.	1	2	3	4	5
16.	Most of the students in my class were making a real effort to learn.	1	2	3	4	5
17.	Most students upon completion will try to get jobs related to the type of training they had.	1	2	3	4	5
18.	The amount of MDTA allowances was fair.	1	2	3	4	5

	- 5 -	strongly	Disagre	Undecid	sed Neree	Strong
19.	The teacher knew his subject well enough.	1	2	3	4	5
20.	There was <u>not</u> enough lab, shop or practical application in the course.	1	2	3	4	5
21.	The teacher was as fair as he could be to all students.	1	2	3	4	5
22.	The teacher let the students "fool around" too much.	1	2	3	4	5
23.	The training prepared students. for good beginning jobs.	1	2	3	4	5
24.	The teacher gave enough individua help.	al 1	2	3	4	5
25.	My opinions and suggestions were respected by the teacher.	1	2	3	4	5
26.	The teacher knew about area emploers who might hire students.	oy- 1	2	3	4	5
27.	The teacher graded my work often enough and let me know how I was doing.	1	2	3	4	5
28.	The teacher did a good job relat the training to the job.	ing 1	2	3	4	5



- 6 -

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	- 6 -	strongly ee	de de tee	Indecided	Agree	ation
29.	The teacher was able to make the students understand the subject matter.	5 troise o	2	3	4	5 5
30.	I understood the grades given during the training well enough to know how I was doing.	1 .	2	3	4	5
31.	The teacher let the students know what he expected of them in the course.	1	2	3	4	5
32.	The school did <u>not</u> enforce the rules fairly for all students.	1	2	3	4	5
33.	The school's rules and policies were reasonable.	1	2	3	4	5
34.	The penalties for breaking school rules are too strict.	1	2	3	4	5
35.	The school does a good job of helping students get jobs after they finish their training.	1	2	3	4 •	5
36.	The people at the school seemed just as concerned about MDTA students as their regular students.	1	2	3	4	5
37.	I learned enough in the training to get the type of job I wanted.	1	2	3	4	5
38. RIC	Employers are looking for people with my type of training.	1	2	3	4	5

	- 7 -	Strongly	Disagree Disagree	Undecided	Agree	Strass
39.	During training, I learned a lot of practical things I can use in everyday living.	1	2	3	4	5
40.	The training and the people I met helped me grow as a person.	1	2	3	4	5
41.	The training was <u>not</u> worth the time and effort it cost me.	1	2	3	4	5
42.	The Employment Service counselor kept in touch with me while I was in training.	1	2	3	4	5
43.	Before I chose this type of training, the Employment Service counselor told me about other possibilities.	1	2	3	4	5
44.	I had a chance to visit the school before starting training.	1	2	3	4	5
45.	The school counselor talked with students only if they were failing or in serious trouble.	1	2	3	4	5
46.	I was informed of additional training opportunities for advance-ment in my career.	1	2	3	4	5
47.	Students should <u>not</u> be given final progress reports or certificates of completion to show employers.	1	2	3	4	5

	i			• /	. /	· /	্
	- 8 -	strong)	Stee Dieaste	Undeci	Agree	Strong	<i>ૄ</i>
48.	I feel I chose the right type of training.	1	2	3	4	5	
49.	I think I need more training to get the type of job I was told I'd be qualified for.	1	2	3	4	5	
50.	I'm better now at basic skills like reading and math.	1	2	3	4	5	

Open-ended	auestions					finish	the	sentence
open-chaca	questions	•	•	•	•	1 1111211	0110	3011001100

1. Most students who dropped out did so because

2. If I were in charge of planning future MDTA training, I would

 If I could make just ONE change in THIS training program, I would

4. If I could start my training all over now, I would

5. The BEST thing about THIS MDTA training program was



FACILITY SELF-EVALUATION

Introduction:

The success of any vocational-technical education program, is in part, dependent upon the adequacy and availability of classrooms, laboratories, equipment, tools and supplies.

Naturally, these must not only be of high quality but must also be representative of the business or industrial area in which the training is being offered.

This instrument has been designed to be used by experts from business and industry for the evaluation of vocational-technical education facilities. Its purpose is to provide the expert evaluator with a set of standards upon which to make valid judgments of the training facility.

The evaluation of the facility will not only provide the school with an assessment of its status but will also lead to the discovery of methods or ways to initiate the change necessary for facility improvement.

Directions:

The attached list of evaluative criteria consists of statements, that in the opinion of selected experts, characterize the facility of a "good" vocational program. Not all of the statements will necessarily apply to every situation. However, from the list, you should elicit an accurate portrayal of the vocational facility, providing a basis for evaluation.

The evaluation is to be the best judgment of each evaluator.

Judgments should be made in light of the school's philosophy

and objectives as well as the characturistics of the community,



school and students. A visit with the instructor before you begin will aid in your understanding of the program, community, etc.

Each evaluator is to complete the evaluation instrument independently, including the suggestions for change. Later in a group session, a consensus of the group will be reached on each item, as well as the appropriate changes for improvement.

Each of the statements are to be rated on a zero to five improvement scale as shown below:

Need For Improvement

Does Not	No	Little	Moderate	Large	Extreme
Apply	Need	Need	Need	Need	Need
0	1	2	3	4	5

The following are definitions of the scale items:

No Need: Implies that all necessary physical and human resources are available to meet this criterion.

Through slight reorganization or an increased application of resources, the criterion could be Little Need: adequately met.

Moderate Need: By a greater application of time and effort or increase in physical facility, the criterion

could be attained.

Large Need: A considerable amount of time, effort and resource needs to be applied toward meeting this criterion.

Extreme Need: Essentially, the criterion is not being met at all under presently directed available resources.

The rating should be your honest opinion of the situation as it presently exists, not as it should or will be. However, recall that evaluation is two fold in nature and in addition to assess-



ment, there must be stimulation toward needed improvement.

After the statements which are rated one through four, which indicate need for improvement, consider the action necessary to bring about change. In the space provided, indicate suggested steps or specific action to be taken which will initiate the improvement.

Should you feel that other criteria exist that are critical to the program, space is provided at the end such that you may include them. Added criteria should also be evaluated and appropriate action indicated if improvement is necessary.



FACILITY EVALUATION CRITERIA

Adequate classroom instruction	ona 1	0	\$014 \$014 1	2	3	OBERT A	W. C.
space is available (at all tadjacent to the shop or laborable Specific Change or Action to	ratory.				. 🗆		
Ventilation, heating, lighting other physical aspects of all structional areas are adequation the program being conductions.	l in- te ted.						
The library facility and its	mate-						
rial meet the needs of stude the respective program. Specific Change or Action to							
The facility and equipment s late actual conditions of but or industry.	imu- siness						
Specific Change or Action to	be Taken:						_



- 5 -

Sole Not	/ ed / e		erete .	
0 1	2	3		\$ \$ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\

The number of training stations, equipment, machines, etc. is adequate for the number of trainees.
Specific Change or Action to be Taken:
Equipment (hand tools, machines, etc.) is directly comparable to industry and includes all safety accessories and protective devices.
Specific Change or Action to be Taken:
Business and industrial safety standards are closely observed in the layout of the shop or labora-
Specific Change or Action to be Taken:
Equipment is satisfactorily main-tained and in good working condition due to scheduled maintenance or replacement due to obsolescence

9. Current periodical and supplemental literature is available and used by students. Specific Change or Action to be Taken: 10. Students have ample storage space for notebooks, projects and other study materials that is conveniently located in relation to the classroom and shop area. Specific Change or Action to be Taken: 11. Location and sound-proofing of the area used eliminates interference with other school activities. Specific Change or Action to be Taken: 12. Floor area is sufficient to provide adequate clearance between machines and equipment (as well as adequate traffic lanes) for students to work efficiently. Specific Change or Action to be Taken:



	, - 7· -
	The strike of th
i i	Safety equipment: first aid, fire extinguishers, etc., are readily available and instructor and students are aware of their location and usage.
- -	Specific Change or Action to be Taken:
1	Adequate personal facilities: wash rooms, lockers, rest areas, etc. are conveniently available
- -	Specific Change or Action to be Taken:
I	Classrooms are attractive and pleasant and indicate an organized
-	Specific Change or Action to be Taken:
:	Accessory rooms for laboratory or special instruction are available to
-	Specific Change or Action to be Taken:



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Specific Change or Action to be Taken:	
8	
·	
Specific Change or Action to be Taken:	
•	
Specific Change or Action to be Taken:	

APPENDIX E



FORM APPROVED U. S. DEPARTMENT OF LABOR \$U. S. GOVERNMENT PRINTING OFFICE: 1968 - 311-048 MANPOWER ADMINISTRATION BUDGET BUREAU NO. 44-R1202.2 APPLICANT INFORMATION RECORD Form MA-101 (6-68) 1. CONTRACT IDENTIFICATION 2. FUNDING CODE 3. PROGRAM IDENTIFICATION C* __ 'ADTA-Institutional o. State of Training 21-New Careers b a 03__MDTA-OJT 23- - Operation Mainstream A _ _ CEP A_ _ MDTA 05__MDTA-Coupled 2 -- Orientation b. State Code 1 c. Fiscal year approved B _ _ Model City B__EOA 07__MDTA-Part-lime 27- - Special Impact C _ _ CWTP C__ Social Security 11__NYC-In school _ Other (Specify) d. Con-tract No. _ Other (Specify) ... — Other (Špecify) 13__NYC-Out of school (Prefix) (Prime) (Sub) _____ 15_-NYC-Summer 4. MDTA INSTITUTIONAL SEC. NO. 6. LOCAL ES OFFICE NO. 5. WIN ONLY I__ES 2__CAA 3__Other 7g. NAME OF CONTRACTOR 7b. ADDRESS (Number Street, City, State, and Zip Code) 8a. OCCUPATIONAL GOAL (Name) 8b. DOT (9-digit) 9g. TARGET AREA (Name) 9b. CODE 10. START DATE (Mo., doy, yr.) 11a. NAME OF APPLICANT (Last, first, middle initial) 1116. PHONE NO. 111c. SOCIAL SECURITY NO. 12. ADDRESS (Number, Street, City, State, and Zip Code) 13. COUNTY OF RESIDENCE 14. CONGRESSIONAL DIST.
a. State Code; b. District No. b. Code 15. DATE OF BIRTH (Mo. & yr.) 18. MILITARY SERVICE STATUS 16. SEX 19. MARITAL STATUS Discharge Date 1--Veteran 3--Widow/Widower I - - Never married I__Male 1__Yes (Month, day, & year) 2__Rejectee 2__Married 4__Divorced/legally 2...Female 2__No 3__Other non-vei 20. PRIMARY 21. HEAD OF 26. PUBLIC ASSIST. 22. NO. OF DEPENDENTS 23. CHECK ONE 24. IF SPANISH SURNAME, 25. U. I. CHECK ONE CLAIMANT FAMILY OR HEAD OF HOUSEHOLD WAGE 1__White 0__ 4__ **EARNER** ...Negro 1__Yes 2__No 5... I--Yes I--Mexican American 3_ - Amer. India I--Yes I --Yes 2___ 6 and _ _ 2...Puerto Ricon 2__No If YES, fill out 4__Oriental over 2 _No 2 No 3__ _Other 3__Exhaustee -Other HIGHEST SCHOOL GRADE COMPLETED 29 PARTICIPATION IN OTHER FEDERAL PROGRAMS 28. PREVIOUS JOB TRAINING 9__None Porticipated in (check all relevant items): (If YES, complete the information below) 1__Yes al__MDTA cl__Job Corps I 2__No 2__NYC 2__Job Carps II 4-- Project Transition 4__Job Corps III a. Job Title bl ... - Operation Mainstream dl__New Coreers b. DOT (6-digit) c. Date completed Mo. & yr.j 2__Special Inspect 2__Other Work Incentive 30a. PRIMARY OCCUPATION TITLE (if any) 30b. DOT (9-digit) 31a. OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB 31b. DOT (6-digit) 32.YEARS OF GAINFUL EMPLOYMENT 33.ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN JOB 34. INCOME a. Applicant's estimoted earnings last 12 months L_Under I year 3_,_3-9 years b. Estimated fomily income last 12 months 2__l -2 years 4__10 years and aver c. Number in family d. Fomily below noverty level I__Yes 2_ _No 35. LABOR FORCE STATUS AT TIME INTERVIEWED (Check only one) 36. WEEKS 37. REFERRED BY 38. DISADVAN-UNEMPLOYED TAGED 01__ES Outreach 08- - Other community group 11_ = Employed (not underemployed) Last 12 Mas. 02__NYC 11--Coop School Graduate (all appli-cants) 12_ _Underemployed 03__Job Corps 12--Coap School Dropout I -- Yes 13-Unemployed 04__Unlon 21__Sel. Service Rehab. (Recruiting Station) 2 __ No Current spell 14--Family farm worker 05__Emplayer 22__Sel. Service Rehab. (AFEES) (Unemployed 21 - Not in labor force - in school 06__Self 23__Sel. Service Rehab. (Loca! Board) only) 22-- Not in labor force - other 07_ _Welfare 31__Other 39. REFERRAL TO TRAINING OR EMPLOYMENT 41. CHECK APPROPRIATE ITEM(s) 40. ELIGIBILITY FOR TRAINING ALLOWANCE IF ELIGIBLE FOR OTHER ALLOW. a. Accepted referral b. Enrolled in c. Placed Eligible for: 9__Not to training or job trainina In Job eligible 1__Regular 4__Special NYC 1__Subsistence 1__Yes 1__Yes 1__Yes 2__Augmented 5__incentive 2__Transportation 2___No 2_ _No 2__No 3__Youth 6__Part-time 3__Other 42. BARRIERS TO EMPLOYMENT 43. DATE OF INTERVIEW 9--None bl__Health problem (Month, day, & year) al__Age - too young cl__Child care problem di__Gornishment 2__Age - too old __Personal problem 2__Care of other family member 2__Other 4__Lacks education, training skill, experience, or has obsolete skill 4__Conviction record 4__Transportation problem

	INDIVIDUAL TRAINEE TERMINATION	FORM APPROVED
PROGRAM: PROJECT: TRNG. PHASE:	TRAINING OR SERVICES	BUDDET BUREAU NO. 44-R1204.1
OTHER3 E&D4 PRE-VOC2		
		·····
A. 1. NAME - LAST, FIRST, MIDDLE INITIAL	Z. SOCIAL SECURITY NO.	3. SEX (CHECK ONE)
		M F
		
ADDRESS - STREET, CITY, STATE		1 11 1
•		
B. 1. STATE 2. PROJECT	3. SECTION (MDTA & RAR 4. OCCUP	P. GOAL OR SERVICE FURNISHED
(HAME AND CODE) NUMBER	NUMBER ONLY)	
		
	DAY ATTENDED 7. NO. DAYS 8. NO.	
MONTH DAY YEAR MON	TH DAY YEAR ATTENDED ABS	ENT ATTENDED
		
	<u> </u>	<u> </u>
C. 1. NATURE OF TERMINATION	C. 2. TRANSFERRED TO:	(NYC ONLY)
COMPLETED FULL COURSEOD	DID NOT COMPLETE VOCATIONAL TRAINING-11	OTHER SCHOOL14
EARLY COMPLETION 01	COURSE: APPRENTICESHIP TRNG12	OTHER NYC PROJECT 15
ACHIEVED TRAINING OBJECTIVE	INVOLUNTARY03 REGULAR SCHOOL 13	UNKNOWN16
PRIOR TO END OF COURSE 02	VOLUNTARY04	
D. EXISTING CONDITIONS AT TIME OF TERMINA	TION	
1. IF TRAINEE DID NOT COMPLETE, INDICATE COND	TION BY CHECK. IF MORE THAN ONE CONDITION PRESENT, CHECK A	LL APPLICABLE CONDITIONS AND
CIRCLE ONE MOST IMPORTANT CONDITION.	/	
POOR ATTENDANCE 30 MOVED F	ROM AREA — (6 TRANSPORTATION FROBLEMS —	DISLIKED COUNSELOR54
LACK OF PROGRESS 31 CARE FO	FAMILY -3 ENTERED ARMED FORCES -4	43 AGREEMENT TERM55
MISCONDUCT 32 PREGNAN	CV OF TRACE. 38 COULDN'T ADJ. TO TRNG/WRK	50 UNKNOWN56
ALCOHOLISM 3 3 ILLNESS	OF TRAINE - 19 LOST INTEREST -	51 OTHER (SPECIFY)57
COMMITTED TO INST 34 FULL-TI)	IE SCHOOL -40 DIDN'T ATT. REMED'L CLASS -5	52
POOR HOURS OR LOC 35 INSUF. P	OR LLOW 41 DISLIKED INSTRUCTOR	53 ————
	\\	
2. WAS TRAINEE INTERVIEWED BEFORE THE SEATE	N NAS COMPLETED? YES1. NO2.	
E. STATUS AT TIME OF TERMINATION (COMPLET	E FOR ALL TRAINERS; CHECK ONE)	
WORKING OR SCHEDULED TO REPORT TO:	NOT SCHEDULED TO REPORT TO	A JOB BUT:
TRAINING RELATED JOB 01	LOOKING FOR WORK 03	SCHEOULED FOR FURTHER TRNG 05
NON-TRAINING RELATED JOB 02	NOT LOOKING FOR WORK	NOT KNDWND6
F. FOR THE TRAINING FACILITY (COMPLETE FOR	MOTA TRAINEES ONLY; CHECK ON E)	
THIS IS TO CERTIFY THAT THE CIRCUMSTANCES OF	ERMINATION FOR THE TRAINEE TO WHOM THIS REPORT REFERS ARE	.: DATE:
FOR GOOD CAUSE	1. NOT FOR GOOD CAUSE	_ 2.
NAME: (SIGNATURE)		
(TYPED OR PRINTED)	ADDRESS	
TITLE		
G. FACILITY OR DEPT. HEAD REVIEW (COMPLET	E FOR NYC. FOR MOTA COMPLETE IF TERMINATION WAS NOT FOR 6	GOOD CAUSE)
I HAVE REVIEWED THE CIRCUMSTANCES SURROUNDIN	S THE TERMINATION OF THE TRAINEE TO WHICH THIS REPORT REFE	RS AND HAVE FOUND THEM TO BE
ACCURATELY DESCRIBED.		
NAME: (SIGNATURE)	TITLE: (AGENCY HEAD)	
	AGENCY NAME	
H. FOR USE BY SELECTION OR REFERRAL OF		
1. ALL PHASES OF TRAINING OR SERVICES TERMINA		
	LECULED: B. PROJECT ND C. SECTION NO	
MDTA 1 INST 1 DCCUPATION		
	E. TRAINEE ENROLLED IN ADDITIONAL ACTIVITY;	
OTHER-3 EAD -4 PRE-VGC.	•	
NYC -4 OTHER		.)
	6. GOOD CAUSE: YES 1 NO 2	
TE NAME AND CODE	OFFICE OR AGREEMENT NO.	DATE
RIC 908 0~705-1828		D/L-D/HEW MT-102 (REV. 8/66
	- 77 -	D/ E/115 - M1-106 fr 1 8/00

MDTA...1 Instit..... 1 Basic Ea. 8 ARA......2 OJT......2 Pre. Voc. 16 Other3 E and D. 4 Other.... 32

POST TRAINING REPORT

State	
(Name)	(Code)
Project Number	

			Section Number				
. IDENTIFICATION							
1. Name(Last)	/E:A		2. S.S. No				
•	(First)	(Initial)					
3. Date of Birth(Menth/Year)	4. Occupation F	or Which Trained	D.O.T. Code_				
· ·			ı				
5. Report Number1	2	3 For re	eference week ending(Month/Day/\	. \			
			•				
6. Source of Data: Trainee or Trainee's	Family(1); MT-	ا 103ن(2); L.O. Re	cords(3); Could Not Locate Traine	(4			
STATUS							
1. Work History Since Training			During Last Month				
a. Total Weeks Since Training		If Other	(a) Has Individual Turned Down Offer				
(1) Weeks Totally Unemployed		than Zero	of a Training Related Job				
(2) Weeks in Which Employed			Yes1	No0			
(1) and (2) should add to total			(b) If Yes, Check 1 or More Reasons				
b. Number of Jobs Lasting 30 Days o	or More		Hours Undesirable	!			
Since Training		_	Pay Below Normal for Occupation	2			
(1) Training Related Jobs (2) Non-Training Related Jobs			Couldn't Afford to Move	4			
(3) Information Not Known			Unwilling to Move	8 16			
		If Other	Other				
c. Number of Placements Through ES	· ——	than Zero	(Explain)				
	\	X / I	▶(a) Reason for Leaving Last Job Last	ina.			
	\bigcirc		30 Days or More	iiig			
2. Current Labor Force Status		V	Did Not Leave a Job	0			
a. Employed		1	Slack Work	1			
b. Unemployed	VI		Plant Shut Down	1 2 3 4			
c. Not in Labor Force:	1-4	─ ` 	Illness	3			
Keeping House3	llness	f If Check	ed Other	4			
In School 4	ther	5	Unknown	9			
(Explain other)) -		►(a) Job Obtained Through:				
(axposiii omer)			ES Office	1			
			Establishment Where Trained	2			
		lf .	School	3			
2 16 E - 1 1 4 - D 4 - W + 446 D4	0 . 6	Checked	Other	4			
3. If Employed in Reference Week (if B2			Not Known	9			
a. Employer's Industry	_ SIC Code	- .	424				
b. Trainee's Occupation			>(1) Is Individual Waiting to Report to a	ı Job			
D.0.1	Г. Code		in the Next 30 Days				
c. Hours Worked in Reference Week			Yes	1			
Less than 151			No	0			
15-342			If Yes, Is It Training Related				
35 or more3		lf	Yes	2			
d. Straight-Time Average Hourly Earn		_per hr. Checked	No	3			
(Excluding Over	•		Not Known	4			
e. Is Job Training Related?	Yes1	No2	▶(1) Hours Worked Were				
			Normal For Industry, Area or Seaso	n 1			
(1) Was Training Useful in Obtaini	ing Job Yes—_1 1	No2	Part-Time				
f. Job is Expected to Last 30 Days o	or More Yes1	No2	Employee's Choice	2			
g. Trainee Had to Move 50 Miles or			For Economic Reasons	3			
⁴¹ore to Take Job	Yes1 1	No2	Other	3			
RIC 1984-0 - 743 - 168	•	70	(Explain)				
and Provided by ERIC		- 78 -	Not Known				

MINNESOTA DEPARTMENT OF EMPLOYMENT SECURITY

USDL/USDHEW MT-2(REV. 7/45)

APPLICATION FOR INSTITUTIONAL TRAINING PROJECT UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT

CHECK APPLICABLE BOXES:

			MD RAI	OGRAM TA I R 2 HER 3	PROJECT INST OJT _ E&D	1 2			-	
PROJECT NUMBER			U					-		
DATE										
STATE ES AGENCY										
LABOR AREA				NUMBE	R					
LOCAL ES OFFICE				NUMBE	R					
TRAINING AGENCY.										
·	(ME)				(ADDRES	55)				
TRAINING FACILITY (NAME)			OUHTY)		-		AL DISTRI			
I. A. OCCUPATION				,,,,,,,,,,,,,,,,		CODE				
B. NO. OF PERSONS TO BE TRAINED										
2. TRAINING PROJECT INFORMATION SL					,,,,,,,,,,					
A. LENGTH OF COURSE	PROPOSED	APPROVED	B. TRA	NING SCHE	ULE - N	O. OF 9	ECTIONS			· · · · ·
TOTAL NUMBER OF HOURS:	ļ		SECTION	7 NO	}	2	3		5	6
HOURS PER WEEK:	 		START.	DATE	}				 -	
NUMBER INSTRUCTION WEEKS:			ENDING	DATE				ļ		
TOTAL WEEKS INCL. VACATION:	·	<u> </u>	NO. TR		<u>j</u>			L		
	1	7,	NOTE:	LAST S 12 MON SECTIO	THS A					THAN
3. ESTIMATED MOTA PROJECT COSTS - SUI	MMKRY									
	\mathcal{O}			OSED	-1			[-	ROVED	
	N	UMBER OF RAINEES (1)	AVERAGE WEEKLY RATE PER TRAINEE (2)	NUMBER O WEEKS PER TRAINEE (3)	TOTA	L COST (4)	NUME OF TRAIN (5)	EES	TOTAL (6)	
TOTAL ESTIMATED COST		чххх	xxxx	XXXX]		xxx	×		
A. TRAINING (DHEW)										
I. LOCAL SUPERVISION		xxxx	XXXX	xxxx]		xxx	<u> </u>		
B. ALLOWANCES - TOTAL		xxxx	XXXX	xxxx	<u>. </u>		xxxx	×		
I. TRAINING]	.					
A. ADULTS - REGULAR ALLOWANCES				İ						
5. YOUTH - REGULAR ALLOWANCES	<u> </u>]]_		
C. YOUTH - YOUTH ALLOWANCES				<u> </u>						
2. SUBSISTENCE				<u> </u>	.		 			
3. TRANSPORTATION — TOTAL										
A. COMMUTING										
B. TRAYEL, BEGINNING AND END										



Minnesota DEPARTMENT OF EMPLOYMENT SECURITY

USDL/DHEW MT-3 (Rev. 1/27/67)

INDIVIDUAL CERTIFICATION FOR MANPOWER TRAINING (Under PL 87-415, Manpower Development and Training Act)

ı.	Nam	e of ?	Trainee	Certificat	e No	
2.	Add	ress (of Trainee		Date of Is	ssue
3.	Soc	ial S	ecurity No	Unemployed	Ur	nderemployed [
4.	Lab	or Are	ea(Name)	(Number)	(County)	(State)
5.	Loca	al Of:	fice(Name)	(Number)	(County)	(State)
6.	0cc1	upatio	on	·	_D.O.T. Code	e
7.	Tra	ining	Facility		_Public [Private
8.	Len	gth o	f Course: Total Inst	ructional Hours		veek
	No.	of W	eeks in Period of Enr	Vacation P	eriods:	
9.	Beg	innin	g Date	Ending Date_		
10.			ITEM (or Pro rata Cost) ine of Curriculum Att	s_ached)	COSTS	
11.	Est	imate	d Allowances			
	a.	Trai	ning			
		(1)	Adults-Regular Allow	ances		
		(2)	Youth-Regular Allowa	nces		
		(3)	Youth-Youth Allowance	es		
	b.	Subs	istence			
	c.	Tran	sportation			
		(1)	Commuting			
		(2)	Travel, Beginning an	d End		
			TOTAL ALLOWANCES	(a, b, and c)		
	TOT	AL	(Items 10 and 11)	\$		

APPENDIX F



LAYOUT FORM - MA-101

Code	Column Number	<u>Item</u>
	1	Card Number
	2	Fiscal Year
1d	3-11	Contract Number
3	12-13	Program Identification
6	14-16	Local E.S. Office No.
10	17-22	Start Date
11c	23-31	Soc. Sec. No.
13b	32-34	County Code
14 b	35-36	Congr. Dist.
15	37-40	Birth Date
16	41	Sex
17	42	Hanidcapped
18	43	Military Serv. Status
20	44	Primary Wage Earner
21	45	Household Head
22	46	No. of Dependents
23	47	Race
25	48	UI Claimant
26	49	Public Asst. Rec.
27	50-51	Highest Grade
30ъ	52-60	Primary Occ. Code
32	61	Years Employed
33	62-64	Last Job Rate
34b	65-69	Family Income
34c	70-71	No. in Family
34d	72	Poverty Level
35	73	Labor Force Status
36	74~75	Weeks Unemployed
38	76	Disadvantaged
39ъ	77	Enrolled in Training
40	78	Eligible Allowance
411	79	Subsistance
41-2	80	Transportation



APPLICANT INFORMATION RECORD (MA-101)

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LAYOUT FORM MT-102

Code	<u>Column Number</u>	
	ı	Card Number
40-40-	2	Program
	2 3	Project
Q. 0. Mari	4	Training Phase
A2	5-13	Soc. Sec. Number
B2:	14-22	Project Number
B7	23-25	No. Days Attended
B8	26-28	No. Days Absent
B9	29-32	Clock Hours Attended
C-1	33-34	Nature of Termination
D-1	35-36	Condition of Termination
D2	37	Interview
E	38-39	Status of Termination
F	40	Cause of Termination
H -1	41	Service Terminated
H-2a	42	Additional Activity Program
H-2a	43	Additional Activity Project
H-2a	44	Training Phase



TRAINEE TERMINATION RECORD (MY-102)

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LAYOUT FORM MT-103

Code	Column Number	
	1	Card Number
	2 3	Program
	3	Project
	4-5	Training Phase
	6–14	Project Number
A-2	15-23	Soc. Sec. No.
A-4	24-32	Occ. Training - D.O.T. Code
A-5	33	Report Number
A-6	34	Source of Data
B-la	35–36	Weeks Since Training
B-la(1)	37-38	Weeks Unemployed
B-la(2)	39-49	Weeks Employed
B-1-a	41	Turned Down Job
B-1-b	42-43	Cause of Turn Down
B-1b	44	No. of Jobs over 30 Days
B-1b-1	45	Related Jobs
B-1b-2	46	Non-related Jobs
B-lb(a)	47	Reason for Leaving
B-lc	48	No. of E.S. Placements
B-2a	49	Employed Through
B-2b	50	Unemployed - Waiting
B-2c	51	Not in Labor Force
B-3b	52–60	Occupation - D.O.T.
B-3c	61	Kours Worked
B-3c-1	62	Type of Hours
B-3d	63-65	Hourly Earning
B-3e	66	Training Related Job
B-3e-1	67	Training Usefulness
B-3f	68	Job Length
B-3g	69	Move Required

POST TRAINING REPORT RECORD (MI-103)

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LAYOUT FORM, MT-3

Code	Column Number	<u>Item</u>
	ı	Card Number
1	2-10	Certificate No.
3	11-19	Soc. Sec. No.
3	20	Un-Under Employed
5	21-23	Local Office No.
6	24-32	Occupation D.O.T.
7-1	33-35	School-Facility
7-2	36	Public-Private
8	37-39	Length - Hours
10	40-43	Tuition
ll-abc	44-48	Total Training Allowance
12	49-52	Total Cost

CERTIFICATION FOR MANPOWER TRAINING RECORD (MI-3)

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LAYOUT FORM OE 4000

	<u>Code</u>	Column Number	
<u>01d</u>	New		
		1	Card No.
		2-10	Project No.
		11-13	School School
		14-22	Occupation D.O.T.
1	5	23-28	Total Instruction Cost
14	5 -3	29-34	Instructor Salaries
1D	4	35-40	Adminstration Salaries
15	5-2	41-46	Guidance Salaries
3 & 4	6	47-52	Equipment Total
6	· 10	53-58	Total Training Cost
1B	7	59-64	Instructional Supplies
	MT2	65-70	Total Allowance



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APPENDIX G



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POST TRAINING REPORT



TOT COST SUM	- 1,234
TOT COST AV	1,234
TOT ALL SUM	12,345
TOT ALL AVE	12,345
TUITION SUM	1,234
TUITION AVE	1,234
INST HOURS	12,345
PRIVATE	1,234
PUBLIC	1,234

ERIC

Full Text Provided by ERIC

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COST BY PROJECT

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ALLOWANCE	889.00	2,469.44	3,175.00	2.31	3.10
GUIDANCE	18.80	52.22	67.14	00.	*0°
ADMIN- ISTRATION	23.32	64.77	83.28	90.	80.
INST- RUCTION	344.08	955.77	1,228.85	06.	1.20
TOTAL TRAINING	471.24	1,309.00	1,683.00	1.23	1.65
TOTAL COST	1, 77.08	2,991.88	3,846.71	2.81	3.77
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